

4 month reporting date 10/13/06

8 month reporting date 2/13/07

12 month required completion date 6/13/07

Springfield Academy Improvement Plan/Progress Report Form

Scheduled Date of Completion:

Principle : 3 – Appropriate Evaluations

Present levels:

In three of seven files reviewed, evaluations were carried forward from previous testing, without notifying the parent in the notice that this would be done.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. **The district will ensure parents are notified of all evaluations which will or will not be given.**

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels.

The district will document all types of evaluation to be given or to be carried forward from previous reports on the prior notice to the parents.

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.

Timeline for Completion

Person(s) Responsible

Record Date Objective was Completed

1. What will the district do to improve?

- **The district will use a team approach to determine the necessary evaluation and document this on the prior notice.**

What data will be given to SEP to verify this objective?

- **The district will send the number of evaluations completed and the number of prior notices which included all types of evaluation to be conducted or to be carried forward to the state office.**

Data will be submitted for the months of June and July by Aug 4 2006. Monthly thereafter if required.

Brenda Brandt

Cheri Namminga

Joan Frevik

(completed by SEP)

Please explain the data (4 month)

Please explain the data (8 month)

Please explain the data (12 month)

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Principle: 3- Appropriate Evaluation			
Present levels: Through interview and file reviews, the monitoring team found the staff does not consistently implement a procedure for documenting parental input. One hundred percent of the files reviewed did not have documentation of parent input into the evaluation.			
Desired Outcome(s): The district will document parental information obtained prior to evaluation.			
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. The district will obtain parental input into evaluations.			
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? <ul style="list-style-type: none">The district will design a procedure to obtain parental input into evaluation. What data will be given to SEP to verify this objective? <ul style="list-style-type: none">A copy of this procedure will be sent to SEP.	August 4, 2006	Joan Frevik, EDEC	(completed by SEP)
Please explain the data (4 month)			
Please explain the data (8 month)			
Please explain the data (12 month)			

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<p>2. What will the district do to improve?</p> <ul style="list-style-type: none">• The district will review all files with evaluations and send the number of files containing new evaluations and the number containing parental input into evaluation information. <p>What data will be given to SEP to verify this objective?</p> <ul style="list-style-type: none">• Special Education Director will review (each month for the month prior) each evaluation report written for students at Springfield Academy to identify parental input. The numbers of evals completed and those containing parental input will be submitted to SEP.	<p>Data will be submitted for the months of June and July by Aug 4 2006. Monthly thereafter if required.</p>	<p>Brenda Brandt</p> <p>Cheri Namminga</p> <p>Joan Frevik</p>	
Please explain the data (4 month)			
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Principle: 5- Individualized Education Program

Present levels: Student's IEPs do not reflect the actual service provided. Students are listed as either receiving 0 hours or 6 hours a day of special education services and not the specific number of hours of service they need to be successful. The service description is not tailored to student needs.

Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families.

Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. **(Multiple goals may be identified for each principle. Please complete a new sheet for each goal.)**

Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? <ul style="list-style-type: none">• Special education personnel will direct the IEP team in identifying the type of service required and the amount of time that will be allocated to provide the required services on each individual student during the student's IEP meeting. What data will be given to SEP to verify this objective? <ul style="list-style-type: none">• The special ed director will review each IEP written for identification of service and amount of time and then submit the number of IEP's and how much service time is identified on each one to SEP.	July 1, 2006 - ongoing Monthly, beginning Aug 2006	Brenda Brandt, Springfield Academy Joan Frevik EDEC Cheri Namminga, Springfield Academy	(completed by SEP)
Please explain the data (4 month)			
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Principle: 5- Individualized Education Program			
Present levels: In all of the files reviewed, the transition services documented did not reflect a coordinated set of activities based on evaluation data.			
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Special education teachers will understand the objective behind transition planning and will complete IEP's to indicate students activities to meet future goals.			
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. (Multiple goals may be identified for each principle. Please complete a new sheet for each goal.) All transition IEP's will contain a coordinated set of activities.			
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed
1. What will the district do to improve? • District staff will attend the Summer transition Institute. What data will be given to SEP to verify this objective? • Names of staff attending institute will be sent to SEP. All new transition IEP's will be reviewed and the number of IEPS with the number containing an appropriate set of coordinated activities will be sent to SEP.	June 9, 2006 Data will be submitted for the months of June and July by Aug 4, 2006. Monthly thereafter if required.	Joan Frevik,EDEC Cheri Namminga Joan Frevik, EDEC	(completed by SEP)
Please explain the data (4 month)			
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Principle: 5 – Individualized Education Program			
Present levels: In all of the files reviewed, the student’s strengths and weaknesses in all areas of transition and academic areas of need were not addressed through goals and objectives.			
Desired Outcome(s): Through systemic change, the district/agency will achieve these results for students with disabilities and their families. Student IEP’s will reflect a flow which identifies strengths and needs in all areas including transition and then addresses needs through goals and objectives.			
Measurable Goal: The district/agency determines what goals are appropriate given the areas of difficulty. There must be a direct relationship between the goal(s) and the needs identified in the present levels. All new IEP’s will identify strengths and needs in all areas including transition. Needs will be addressed through activities (transition) and/or goals and objectives.			
Short Term Objectives: Include the specific measurable results that will be accomplished and the criteria that will be used to measure the results.	Timeline for Completion	Person(s) Responsible	Record Date Objective was Completed

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<p>1. What will the district do to improve?</p> <ul style="list-style-type: none">• Special education personnel will direct the IEP team in identifying and documenting each student's strengths and needs, to include transition needs, during the student's IEP meeting. Goals / objectives and activities documented in the IEP will relate directly to skill development as identified in each students area of identified need or skill weakness. <p>What data will be given to SEP to verify this objective?</p> <ul style="list-style-type: none">• The district will review all files with evaluations and send the number of files containing new evaluations and the number containing parental input into evaluation information to SEP.	<p>Data will be submitted for the months of June and July by Aug 4, 2006. Monthly thereafter if required.</p>	<p>Brenda Brandt, Springfield Academy</p> <p>Cheri Namminga, Springfield Academy</p> <p>Joan Frevik, EDEC</p>	<p>(completed by SEP)</p>
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